



## **Retelling a Story| English Language Arts Strategies for Students with Significant Cognitive Disabilities**

### **What is the video about?**

In this self-contained high school classroom, the teacher passes out event cards from a previously read story to each student. The teacher checks for understanding by guiding the students through the correct order of the story and then seeks out the correct event card from the students. The teacher then places the event cards on the board in the correct order to retell or recall the story events. The students are actively engaged as they look at their event card and determine if they have the next story event. The video demonstrates effective strategies for engaging students with significant cognitive disabilities in literacy instruction.

### **What is the primary area of ELA instruction addressed in this video?**

Reading Literature

### **What others areas of ELA instruction that are also addressed in this video?**

None

### **Does the video include a student who uses AAC?**

No

### **Does the video include any examples of an adult modeling the use of AAC?**

No

### **Which best describes the context for the instruction?**

Self-contained Setting

# Iowa Comprehensive Literacy Modules



**The video includes one or more students with significant cognitive disabilities.  
What other student characteristics are obvious in the video?**

Physical Disabilities, Communication Impairments

**What are the primary Essential Elements that are linked to the video?**

EE.RL.9-10.2 Recount events related to the theme or central idea, including details about character and setting.

**What additional Essential Elements can be linked to the video?**

None

**What other grade level Essential Elements can this teaching strategy be used?**

- EE.RL.K.2 With guidance and support, identify major events in familiar stories.
- EE.RL.1.2 With guidance and support, recount major events in familiar stories.
- EE.RL.2.2 Using details from the text, recount events from familiar stories from diverse cultures.
- EE.RL.3.2 Associate details with events in stories from diverse cultures.
- EERL.8.2 Recount an event related to the theme or central idea, including details about character and setting.
- EE.RI.8.3 Recount events in the order they were presented in the text.
- EE.RL.11-12.2 Recount the main events of the text, which are related to the theme or central idea.
- EE.RI.11-12.2 Determine the central idea of a text; recount the text.

**What Dynamic Learning Maps (DLM) professional development module(s) can be linked to this video to learn more about the instruction?**

- Text Comprehension: Anchor Read Apply
- Generating Purposes for Reading
- DRTA and Other Text Comprehension Approaches
- Supporting Participation in Discussion

# Iowa Comprehensive Literacy Modules



**What other resources can be linked to the video to learn more about the instruction?**

- Like To Read: Strategy Lesson <http://www.liketoread.com/retell.html>
- Story Sequence [http://www.readingrockets.org/strategies/story\\_sequence](http://www.readingrockets.org/strategies/story_sequence)